DOCUMENT RESUME

ED 111 019 95 CS 202 238

AUTHOR	Winkeljohann, Rosemary, Ed.
TITLE	Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation, 1975.
INSTITUTION	ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
PUB DATE	75
CONTRACT	NEC-400-75-0029
NOTE	35p.; Prepared for the Committee on Curriculum Bulletins of NCTE
AVAILABLE FROM	National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 39515, $0.95 nonmember, $0.75 member)
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	*Annotated Bibliographies; Curriculum Evaluation; *Curriculum Guides; Curriculum Planning; Elementary Secondary Education; English Instruction; *Evaluation Criteria; *Language Arts; Program Development

ABSTRACT

The curriculum guides listed, with annotations, in this publication have been collected to publicize good curriculum planning and guide writing and to serve as models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. Contents consist of guides reviewed and recommended in 1973, 1974, and 1975; revised lists of criteria for the planning and evaluation of English language arts curriculum guides; a list of the members of the 1975 National Council of Teachers of English Committee on Curriculum Bulletins; and information for ordering ERIC documents. (JM)

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RECOMMENDED

English Language Arts Curriculum Guides K-12

AND CRITERIA FOR PLANNING AND EVALUATION

1975

Edited by
Sr. Rosemary Winkeljohann
NCTE Director of Member Services

for the NCTE Committee on Curriculum Bulletins

US DOE 238

Clearinghouse on Reading and Communication Skills
National Institute of Education

National Council of Teachers of English
1111 Kenyon Road, Urbana, Illinois 61801

NCTE Stock Number 00340

Published November 1975
ERIC Clearinghouse on Reading and Communication Skills
and
National Council of Teachers of English
1111 Kenyon Road, Urbana, Illinois 61801
Printed in the United States of America

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Committee on Curriculum Bulletins of the National Council of Teachers of English for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official views or opinions of either the National Council of Teachers of English or the National Institute of Education.

Staff Editor Linda Jeanne Reed
Staff Typesetter Carol J. Shore

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Foreword

Knowledge is of two kinds: we know of a subject ourselves, or we know where we can find information upon it.

—Samuel Johnson

The Educational Resources Information Center (ERIC) of the National Institute of Education exists both for those people who have information and for those who want to find it. Its basic objective is to provide information on significant current documents (reports, articles, monographs, speeches, books, etc.) and to make them readily available through the ERIC Document Reproduction Service (EDRS). The basic source of information about all current accessions into the ERIC system is *Resources in Education* (RIE), a monthly catalogue which presents bibliographical information, abstracts, and prices. It also announces documents available through normal publication channels. (RIE may be obtained from the U.S. Government Printing Office, Washington, D.C. 20402.) In addition, ERIC/RCS will emphasize the production of selective bibliographies and state-of-the-art reports, the publication of abstracts in special fields of interest, and the provision of similar services which assess rather than merely list current resources for reading and communication skills.

The Clearinghouse on Reading and Communication Skills, one of several clearinghouses authorized to date, is responsible for collecting, analyzing, evaluating, and disseminating educational information related to research, instruction, and personnel preparation at all levels and in all institutions in the following areas:

Reading documents which are related to all aspects of reading—cognitive, affective, and psychomotor—and to professional training, research, methodology, and organization of instruction.

English and Journalism documents which convey information related to teaching and learning the native language, both as a symbol system and as it relates to speaking, to writing, and to reading literature.

Speech and Theatre documents which cover all educational information related to radio/film/TV, forensics, interpersonal and small group interaction, theatre, oral interpretation, rhetorical and communication theory, public address, and speech sciences.

Introduction

The purpose of the Committee on Curriculum Bulletins of the National Council of Teachers of English is to review, as a service to schools, curriculum guides voluntarily submitted to NCTE and to recommend superior guides for display at NCTE conventions. Each year, the Committee compiles an annotated list of recommended guides for the benefit of schools and agencies which are developing curricula and writing guides so that they may obtain copies for examination. The purpose of this annotated list is to publicize good curriculum planning and guide writing in order to provide models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The list is not compiled for the purpose of recognizing every better-than-average guide examined by the Committee. Because the Committee receives guides from school systems that wish to use this service, it must be recognized that the selections printed here are taken from those sent to the National Council of Teachers of English during the past year.

The Committee welcomes guides for review. Those schools and agencies which would like to submit guides should send two copies to the Curriculum Bulletins Committee, NCTE, with a letter indicating at least the purpose of the materials and whether they are the only guides used in the system or are complements or supplements to other existing materials (the nature of which should be briefly described).

The review service is performed by members of the NCTE Committee on Curriculum Bulletins, who examine materials carefully, comment on the printed list of review criteria, discuss the review, and make suggestions on a cassette tape. Persons who submit guides receive copies of the printed review and tape recording free of charge. Most reviewing is done in late spring and early fall of each year. The process usually takes from four to eight weeks.

All the guides recommended here are, with a few noted exceptions, available for purchase from the schools and agencies responsible for producing the guides, or from the ERIC Document Reproduction Service (EDRS).

Through EDRS, interested educators may order complete texts of most documents abstracted in *Resources in Education* (RIE), a monthly catalog announcing current acquisitions. See the inside back cover for prices and ordering information.

Selected Guides Reviewed and Recommended in 1975

Grades K-12

BANK OF IDEAS and SUPPLEMENT. K-12. 1974. 311 pages. Free. Address orders to Dr. Clifford Wright, Curriculum Improvement Section, State Department of Education, Oliver Hodge Building, Oklahoma City, Oklahoma 73105. [ED 096 644. EDRS Price: MF–$0.76, HC–$15.86]

Focusing on language experiences as the key to effective learning and living, this Oklahoma State curriculum publication for grades one through twelve suggests viable alternatives in learning to cope with a world that demands immediate changes, adaptive solutions to a nonstatic environment, and a mental flexibility for harmonious interaction with fellow workers and learners. Teachers are urged to place more stress on learning, and lists of teaching trends and expected outcomes are provided. Each of the four "banks of ideas" consists of about fifty classroom experiences, for each of which information is given on emphasis, the learning objective, suggested materials, teaching strategies, learning activities, and evaluation. A booklet containing supplementary materials serves as a companion guide in implementing this program. Contents include twenty categories covering the various language arts activities.

Elementary: Grades K-6

LANGUAGE ARTS CURRICULUM. K-3. 1974. 133 pages. Wilmington, Massachusetts, Public Schools. Available from EDRS only. [CS 201 849. EDRS Price: MF–$0.76, HC–$6.97] (Write to ERIC/RCS for ED number.)

This curriculum guide, designed for teachers of language at the elementary level, outlines major language topics and suggests related learning activities for use in the classroom. The following divisions are made: General Introduction, Introduction to Oral-Aural Communication, Oral-Aural Experiences, General Introduction to Composing, The Writing Process, Narrative and Non-Narrative Writing, Poetry Writing, Sentence and Paragraph Development, Vocabulary Development, Punctuation and Capitalization, Grammar, Spelling, Various Instructional Activities, and Language Objectives: Kindergarten through Grade Three. The section on oral-aural communication discusses such activities as pantomime, brainstorming, giving directions, and giving oral presentations without scripts. Various instructional activities are suggested, such as drawing and filming an animated movie, becoming a team researcher and writer, and publishing a class magazine.

LANGUAGE ARTS CURRICULUM. 4-6. 1974. 109 pages. Wilmington, Massachusetts, Public Schools. Available from EDRS only. [CS 201 850. EDRS Price: MF–$0.76, HC–$5.70] (Write to ERIC/RCS for ED number.)

This curriculum guide, designed for teachers of language at the elementary level, outlines major language topics and suggests related learning activities for use in the classroom. The following divisions are made: General Introduction: An Experience Approach, Introduction to Oral-Aural Communication, Oral-Aural Communication Objectives, Introduction to Written Communication, Written Communication Objectives, Punctuation and Capitalization, Grammar, Spelling, and Language Objectives: Grades Four through Six. The section on oral-aural communication discusses such activities as prelistening, pantomime, role playing, acting out stories, and choral reading. The section on written communication discusses such activities as distinguishing between facts and opinions, using and identifying simple sentences, recognizing subject and predicate, and building sentences through modification.

ELEMENTARY ENGLISH/LANGUAGE ARTS COURSES OF STUDY, K-6. Seven Volumes. 1974. $4.00 per volume. Independent School District No. 535, Rochester, Minnesota. (Make check payable to Rochester Public Schools.) Address orders to Ms. Joyce Floan, Curriculum Office, Rochester Public Schools, Coffman Building, Rochester, Minnesota 55901. [Kindergarten, CS 202 014 (129p.); Grade 1, CS 202 015 (111p.); Grade 2, CS 202 016, (132p.); Grade 3, CS 202 017 (116p.); Grade 4, CS 202 018 (139p.); Grade 5, CS 202 019 (140p.); Grade 6, CS 202 020 (187p.). EDRS Price for each volume: MF–$0.76, HC–Not available from EDRS]

These curriculum guides, a series designed for use in kindergarten and the elementary grades, have been compiled with the recognition that the basic ingredients of a language arts program–composition, speaking, listening, literature, and problem solving–are interrelated and constantly complement one another and that this entire process is enhanced by the development of the child's imagination. Introductory material includes a curriculum diagram for the English language arts, a scope and sequence chart, and a list of resources. The contents are divided into five categories, each relating to language for the various levels. Under these, there are five subcategories: (1) perception and human relations; (2) listening, oral and body language, written language (practical), and written language (creative); (3) history of English language, usage, and semantics and dialects; (4) grammar, literature, and composition; and (5) capitalization, punctuation, paragraphing, dictionary, and letter writing. For each of these subcategories the guide outlines the concept, skills, available resources, and helpful activities.

Secondary: Grades 7-12

TEACHING STRATEGIES FOR AMERICAN LITERATURE 1, 2. 1974. 144 pages. $2.75. (Make check payable to San Diego City Schools.) Address orders to San Diego City Schools, Room 2004, 4100 Normal Street, San Diego, California 92103. [CS 201 851. EDRS Price: MF–$0.76, HC–$6.97] (Write to ERIC/RCS for ED number.)

This guide presents teaching strategies for using the basic texts adopted for American literature study in two different year-long courses. Included are the rationale, course objectives, course outline, suggested units and activities, and individualized projects using media for "American Literature, Chronologically Speaking," and the rationale, course outline, and suggested units and activities for "American Literature, Thematically Speaking." Also provided are an annotated bibliography and ten appendixes: pretests and posttests; essay evaluation forms; individualized projects; student-teacher contracts; small group discussion evaluation forms; sample critical essays (structural divisions noted); reading seminar evaluation forms; questions to consider about literature; using Readers' Theater; and student course evaluation.

ENGLISH CURRICULUM GUIDE–GRADES 9-12. 1974. 523 pages. Spiral bound $10.00. Unbound $7.50. (Make check payable to South Bend Community School Corporation.) Address orders to Russell Rothermel, Assistant Superintendent of Instruction, Education Center, 635 S. Main Street, South Bend, Indiana 46623. [CS 201 751. EDRS Price: MF–$0.76, HC–$26.75] (Write to ERIC/RCS for ED number.)

This revised English curriculum guide contains descriptions of the numerous courses offered in eight South Bend high schools. A separate set of electives is presented for students in the ninth grade, and a nongraded phase program is presented for students in the tenth, eleventh, and twelfth grades. Course descriptions, course objectives, course content, instructional materials, and class activities are suggested for each course. All courses are presented on a nine or eighteen week elective basis. The educational philosophy and overall plan of the English curriculum in the South Bend Community Schools is also described.

STRATEGIES FOR TEACHING ENGLISH IN CAREER EDUCATION. High School. 1971. 125 pages. Free–limited supply. Delaware State Department of Public Instruction. Address orders to Gary L. Houpt, State Supervisor, English Education, Townsend Building, Dover, Delaware 19901. [ED 059 404. EDRS Price: MF–$0.76, HC–$5.70]

A Careers English Workshop, conducted at Delaware State College during June 1971, was devoted to documenting the 17 teaching strategies included in this publication. This document was designed as a guide for English instructors who teach in a career education program in the secondary schools throughout Delaware. The strategies reflect a more relevant and meaningful concern for improving communication skills and content than the traditional English language arts approach. Each strategy is made up of goals, instructional objectives, content, activities, evaluation, and a bibliography. An annotated bibliography is appended.

PROGRAM OF STUDY FOR AMERICAN LITERATURE, ENGLISH III ACADEMY. 1973. 167 pages. Williamsport, Pennsylvania, Area School District. Available from EDRS only. [ED 098 579. EDRS Price: MF–$0.76, HC–$8.24]

This six-week program of study in American literature for the junior year includes an introduction, the program objectives, a survey of genres, units on themes in American literature which deal with adolescence, alienation, and the American Dream, a chronological study of American literature, and units on the research paper and independent study. The objectives for each unit are divided into structural, technical, and meaning categories. Each category contains objectives specific to its meaning, and a separate vocabulary list accompanies each category. The tests suggested at the conclusion of the objectives included those which serve as primary sources, anthologies, critical collections or periodic or genre history. A syllabus and a bibliography are presented with each genre. Listed under the research paper are purposes, strategies, teaching suggestions, and examples of suitable and unsuitable topics.

NUTS AND BOLTS OF READING: IDEAS AND RESOURCES FOR LANGUAGE ARTS. 7-12. 1974. 195 pages. $3.00 (Make check payable to Metropolitan Public Schools.) Address orders to Mrs. Elizabeth K. Burgess, 2601 Brandsford Avenue, Nashville, Tennessee 37204. [ED 099 809. EDRS Price: MF–$0.76, HC–$9.51] (Write to ERIC/RCS for ED number.)

This book is intended as a sourcebook for secondary language arts teachers of grades seven through twelve. Presented in the book are a variety of ideas based on different learning modalities. Bulletin board suggestions, games, teasers, fillers, plans, puzzles, illustrations, and activities are included to motivate students to want to read. The format of each division includes a rationale, a concept statement, and activities. Marginal notes are provided for quick reference. The information in the resource section and appendix is cross-referenced. Much of the book is concerned with specific teacher techniques.

Selected Guides Reviewed and Recommended in 1974

Grades K-12

A GUIDE TO TEACHING READING K-3. 1973. 199 pages. Wilmington Public Schools, Massachusetts. Available from EDRS only. [ED 090 530. EDRS Price: MF–$0.76, HC–$9.51]

This curriculum guide was written with the intention of providing continuity to the Wilmington, Massachusetts, reading program–grades kindergarten through twelve. The skills and suggestions presented are adaptable to all reading materials currently available in Wilmington. The skills are meant to be developed in grades kindergarten through third as on-going processes. The guide is divided into the following sections: language development, vocabulary development, motivation, comprehension, word recognition, criteria for selecting activities, fluency, implementing the curriculum, assessment, and comparison of basals. In each section a rationale is presented and suggestions for developing skills in each area are provided. At the end of each section, pages for teacher comments are included.

CREATIVE DRAMATICS HANDBOOK K-6. Revised 1974. 183 pages. Harriet W. Ehrlich, Editor. The School District of Philadelphia, Pennsylvania. Distributed by NCTE, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 34457, $5.00 members, $5.50 non-members). [CS 201 987. EDRS Price: MF–$0.76, HC–$9.51] (Write to ERIC/RCS for ED number.)

Building on children's love of play-pretend, Philadelphia teachers have developed an affective curriculum by incorporating creative dramatics into the regular classroom day. The hundreds of suggestions in this handbook emerged from workshops held over the years to train teachers in creative dramatics. Included are ideas for techniques that are used in creative dramatics–sense memory, characterization, and so on–and specific activities–pantomime, word games, improvisation with music. More than 50 vivid photographs testify to Ehrlich's conviction that creative dramatics can help urban children develop language skills, express strong feelings, and know "the sweet taste of success." Bibliography on multi-media resources.

LANGUAGE ARTS GOALS AND OBJECTIVES. K-12. 1973. 101 pages. $2.50. (Make check payable to Cherry Creek Schools.) Address orders to Milton W. Schmidt, Director Program Development and Instructional Services, Cherry Creek Schools, 4700 South Yosemite, Englewood, Colorado 80110. [ED 092 992. EDRS Price: MF–$0.76, HC–$5.70]

Recognizing that the enrichment of the child's language arts experience is a prime educational responsibility, this booklet presents language learning materials which focus on teaching as developing awareness, widening the pupil's breadth of understanding, correcting poor habits, and cultivating positive attitudes toward language learning. Contents consist of lists of the language arts goals and objectives prescribed by the school district; sample behavioral objectives and testing models on the primary, intermediate, middle school, and high school levels for each of four student goals (to master communication skills, to acquire a sense of aesthetic discrimination, to become a self-actualizing person, and to assume responsibility for one's continuing development); suggested methods of evaluation; and a partial list of resource publications.

LANGUAGE ARTS–INSTRUCTION K-6. A HANDBOOK OF OPTIONS 1973-74. 100 pages. $2.00. (Make check payable to Mt. Diablo Unified School District.) Address orders to Alpha Quincy, 1936 Carlotta Drive, Concord, California 94519. [ED 090 532. EDRS Price: MF–$0.76, HC–$4.43]

This guide, written to provide teachers with alternative methods and materials for individualizing elementary language arts, contains six chapters. It also includes several diagrams analyzing instructional variables in a manner that provides teachers with alternatives for classroom instruction. The chapters are "Options in Program Planning," which states the guidelines, objectives, and variables in curriculum planning; "Assessing the Learner"; "Assessment/Diagnosis"; "Teaching Techniques–Methods"; "Choosing Materials," which contains an annotated list of generally available instructional materials and aids; "Organizing for Instruction," which analyzes several curricular and classroom designs; and "Sources," which contains recommended teacher aid materials.

HANDBOOK FOR LANGUAGE ARTS GRADES FIVE AND SIX. 1972-73 Series No. 8. $3.00. (Make check payable to Auditor, Board of Education.) Address orders to Publication Sales Office, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York 11201. [ED 089 319. EDRS Price: MF—$0.76, HC—Not available from EDRS]

Developed around the concept that a modern language arts program is planned to help students use language and understand the nature of language, this curriculum guide for grades five and six offers pedagogical approaches to comprehending ideas through listening, observing, and reading, and to expressing ideas through speaking and writing. Sections are given (1) to the extension of skills of auditory and visual discrimination, (2) to the extension of comprehension skills through listening and observing, (3) to the extension of literary appreciation and reading experiences, and (4) to speech in action, written expression, and learning about language. An appendix provides background information in language and literature, recommended books for grades five and six, recommended poems for grades five and six, a basic list in spelling, sounds of English, and selected teacher references.

AVON'S ELEMENTARY AND MIDDLE READING PROGRAM. 1973. 129 pages. $5.50. (Make check payable to Avon Publishing Account.) Address orders to Avon Public School Business Office, 34 Simsbury Road, Avon, Connecticut 06001. [ED 092 862. EDRS Price: MF—$0.76, HC—Not available from EDRS]

The purpose of this guide is to acquaint teachers with Avon's Nongraded Program and to make available to them a comprehensive set of guidelines relative to the concept of nongradedness and its subsequent implementation. The contents include a listing of the national sequence of change in elementary school organization, a discussion of the local process of change in an elementary school organization, a comparison of graded and nongraded structures, questions and answers on Avon's nongraded program, a discussion of the general structure and implementation of reading in Avon's nongraded program, a physical readiness checklist, a social readiness checklist, informal reading inventories for twenty-three levels, suggestions for conducting parent-teacher conferences, suggestions for reporting to parents, examples of progress reports for kindergarten children, progress reports for primary children, examples of reporting intermediate students' progress, an example of a letter to be used for transfer of students to other school districts, a summary, and a glossary of reading terms.

Secondary: Grades 7-12

LANGUAGE ARTS IN THE JUNIOR HIGH YEARS: EXPLORATION-STIMULATION-PREPARATION. 1973. 132 pages. Metropolitan-Nashville Public Schools-Language Arts Department. $2.25. (Make check payable to Metropolitan Board of Education.) Address orders to Mrs. Elizabeth K. Burgess, Supervisor for Language Arts, Teacher Center, 3501 Bryon Avenue, Nashville, Tennessee 37205. [ED 088 071. EDRS Price: MF–$0.76, HC–$6.97]

This guide outlines a minimal expectations program which provides for a competency-based language arts education for the seventh, eighth, and ninth grader. The book is divided into the following main sections: language–listening, reading, word study, semantics, language structure, and speaking; literature–fiction and non-fiction; and composition–expository writing and creative writing. Each major section contains the following information: (1) teacher objectives, (2) student objectives, (3) minimal performance expectations, (4) suggested activities and ideas, and (5) suggested resources. The appendix contains a description of various teaching techniques, descriptions of four organizational patterns, samples of pre- and post-tests for diagnostic purposes, evaluation suggestions, an outline for a lesson plan, a student attitude inventory, and a list of adopted texts for language arts, grades 7-12.

COMMUNICATION ARTS 7-12. 1973. 384 pages. $12.00 Combined guide. If bought separately: English 7-12–$7.50; Drama–$1.50; Journalism–$1.50; Junior High Speech–$1.50; Speech I and II–$7.50. (Make check payable to Irving Independent School District.) Address orders to Ginna L. Rhodes, Irving Public Schools, 901 O'Connor Road, Irving, Texas 75060. [ED 094 378. EDRS Price: MF–$0.76, HC–$19.67]

This guide is intended to be used for instruction in communication skills from the seventh grade through the twelfth. Each section of the guide is identified by grade level and includes instructional objectives, a large and detailed variety of units of study, suggestions for introducing and motivating the units, required material, suggested activities, audiovisual aids, resource materials, and evaluation procedures. The instructional units include "English (Grades 8-12, Advanced)," which provides units of study on the short story, poetry, novel, drama, transformational grammar, composition, language usage and skills, library, mythology, romanticism, American language and dialects, the term paper, and prose fiction; "Regular English (Grades 7-12)," which provides units of study on paragraph writing, science fiction, basic sentence patterns, sentence expansion, rhetoric, modern plays, roman-

tic literature, and novelettes; "Junior High Speech," which includes units on listening, formal speaking, storytelling, bodily action, and discussion; "Speech I and II," which includes units on listening, debate, bodily action, and parliamentary procedure; "Drama 1 and 2," which includes units on the theater, stagecraft, and directing; and "Journalism 1 and 2," which includes units on the newspaper, graphics, interviews, amusements, and sports writing.

LANGUAGING, A COMPOSITION CURRICULUM. GRADES 7-8. 1973. 97 pages. $1.25. (Make check payable to Mt. Diablo Unified School District.) Address orders to Alpha Quincy, 1936 Carlotta Drive, Concord, California 94519. [ED 091 681. EDRS Price: MF–$0.76, HC–$4.43]

This curriculum guide reviews current theories on the teaching of writing, focuses on the nature of composition, and enumerates sequences of writing exercises for seventh and eighth grade teachers to consider for assigning to their students. Contents include "Rhetoric in the 1960's," which defines composition and explains what languaging is about; "Ways to Set Up a Composing Exercise"; "Composition Program Grade 7" and "Composition Program Grade 8," which present writing activities for those grades based on recording, reporting, and generalizing from one's imagination, life, literature, and the mass media; and "Assessment-Evaluation," which raises questions about evaluating student writing and discusses the purpose of the composition program.

A RESOURCE BULLETIN FOR TEACHERS OF ENGLISH GRADE 10. 1972. 352 pages. $10.00. (Make check payable to Board of Education of Baltimore County.) Address orders to Office of Curriculum Development, Board of Education of Baltimore County, 6901 North Charles Street, Towson, Maryland 21204. [ED 088 102. EDRS Price: MF–$0.76, HC–$18.40]

This sequential curriculum guide for grade ten uses a sequence which encourages the teacher to begin with student experience and language and to progress to a variety of learning experiences which integrate all elements of the language arts and which permit students to discover their own generalizations and periodically evaluate their own progress. The steps in the procedure are: (1) propose a minimal situation which the students then develop and explore in a dramatic improvisation; (2) follow this with further exploration and development in class discussion; (3) use the ideas generated as the basis for student writing; (4) stimulate cross-commentary on and evaluation of the writing; and (5) provide for reading in the same mode of discourse. Three teaching

approaches used include small group discussion, dramatic improvisation, and induction. Units cover free reading, drama (interacting), language and feelings, points of view, the language of advertising, fantasy, reportage, argumentation, visual literacy, film communication, themes and variations, grammar, and the meaning in the poem.

AVON HIGH SCHOOL ENGLISH LANGUAGE ARTS PROGRAM. 1972. 246 pages. $5.50. (Make check payable to Avon Publishing Account.) Address orders to Avon Public Schools Business Office, 34 Simsbury Road, Avon, Connecticut 06001. [ED 092 935. EDRS Price: MF $0.76, HC Not available from EDRS]

This guide was developed to acquaint teachers with the Continuous Progress Program, which is designed to recognize the individual differences of students in a nongraded curricular system and to make available to teachers a comprehensive set of guidelines for implementation. The guide establishes the parameters within which the operation of an individualized process of instruction is to take place and presents seven principles on which the program is based. The contents of the document include "The National Sequence of Change in the School Organization," "Questions and Answers on Avon's Continuous Progress Program," "Philosophy of the English Arts Department," and a listing of specific courses within the program, including suggestions, skills, and materials.

AVON'S NONGRADED ELEMENTARY AND MIDDLE SCHOOL ENGLISH LANGUAGE ARTS PROGRAM. 1969. 138 pages. $5.50. (Make check payable to Avon Publishing Account.) Address orders to Avon Public Schools Business Office, 34 Simsbury Road, Avon, Connecticut 06001. [ED 092 934. EDRS Price: MF $0.76, HC Not available from EDRS]

This guide was developed to acquaint teachers with the Continuous Progress Program, which is designed to recognize the individual differences of children in a nongraded curricular system and to make available to teachers a set of guidelines for implementation. The guide establishes the parameters within which the operation of an individualized process of instruction is to take place and presents seven principles on which the program is based. The contents of the document include "The National Sequence of Change in the Elementary School Organization," "A Comparison of Graded and Nongraded Structures," "Teacher Involvement in the Avon Nongraded Program," "Questions and Answers on Avon's Nongraded Program," and a listing of specific levels within the program, including suggestions, activities, and skills.

Selected Guides Reviewed and Recommended in 1973

Grades K-12

ENGLISH LANGUAGE ARTS SKILLS IN THE BELLEVUE PUBLIC SCHOOLS. Three volumes. Bellevue Public Schools, Bellevue, Washington 98004. Available from EDRS only. [Elementary, ED 074 487; Junior High, ED 074 488; Senior High, ED 074 489. EDRS Prices: ED 074 487 (419p.): MF–$0.76, HC–$20.94; ED 074 488 (457p.): MF–$0.76, HC–$23.48; ED 074 489 (459p.): MF–$0.76, HC–$23.48]

This set of curriculum guides discusses an English language arts and basic skills program which is designed to reflect the learner's point of view. Accordingly, this guide discusses teaching methods and activities that reflect what happens to students when they use language. The major divisions of the guide are identified as (1) "the way others say things are," (2) "the way I say things are," (3) "the way I say things might be," (4) "the way I say things should be," and (5) "the way I say I am." The guide also includes a discussion of basic skills for the writing program and supplementary material.

MILFORD VISUAL COMMUNICATION PROJECT. 1972. 35 pages. $3.00. (Make check payable to Milford Exempted Village Schools.) Address orders to Roy Ferguson, Milford Exempted Village Schools, 5701 Pleasant Hill Road, Milford, Ohio 45150. [ED 075 823. EDRS Price: MF–$0.76, HC–$1.95]

This study discusses a visual communications project designed to develop activities to promote literacy at the elementary and secondary school levels. The project has four phases: (1) perception of basic forms in the environment, what these forms represent, and how they interrelate; (2) discovery and communication of more complex perceptual elements, such as distance, angle, depth of field, contrast, texture, sequence, and the relationship between sound and image; (3) perception of the spatial and sequential relationships between image and sound; and (4) synthesis of these skills. Throughout the project the children learn to understand and operate the equipment of the new media and to use this knowledge to communicate ideas. A tentative outline of skills to be taught in units on visual perception, still photography, the relationship between sound and image, media hardware, and multimedia comparisons is presented. The study includes suggested teaching activities for the first three phases of the project.

Elementary: Grades K-6

ELEMENTARY EDUCATION IN THE NORTHWEST TERRITORIES: A HANDBOOK FOR CURRICULUM DEVELOPMENT. 1972. 308 pages. $5.00. (Make check payable to Northwest Territories Department of Education.) Address orders to John Luccock, Department of Education, Government of the NWT, Yellowknife, Northwest Territories, Canada. [ED 073 473. EDRS Price: MF–$0.76, HC–$15.86]

This curriculum guide describes a comprehensive program in elementary education for the Northwest Territories of Canada. The basic themes in characterizing the curriculum are that it (1) develops from the child's characteristics, (2) teaches English, when it is not the mother tongue, as a second language, (3) reflects the pluralistic cultures of the region on an equal basis, (4) allows students to choose freely their life patterns, (5) regards basic English as superfluous, (6) allows students to progress at their own rates through the curriculum, (7) does not use standardized tests, (8) uses heterogeneous grouping, (9) emphasizes learning in general more than specific subjects, (10) recognizes that communication is the heart of the curriculum, and (11) keeps accurate records of students' progress. The guide discusses in detail the following curricular components: crosscultural education, art, arts and technologies, health, kindergarten, language arts, mathematics, music, outdoor education, physical education, science, and social studies. An appendix discusses numerous suggested teaching topics and methods.

COMPOSITION LESSON MODELS FOR USE IN THE ELEMENTARY SCHOOLS OF PITTSFIELD. 1970. Temporarily out of print–is being reprinted as "Listen to the Snow Melt." Address orders to Norman C. Najimy, Pittsfield Public Schools, Pittsfield, Massachusetts 01201. [Not available from EDRS]

These composition lesson models for the elementary school English class provide suggestions for the teacher to stimulate children's interest in communication. Some of the composition models emphasize pre-writing motivational activities designed to generate responses, not only from child to teacher, but also from child to child and from teacher to child. Some models call for changes in the physical arrangement of the room or suggest activities beyond the usual daily ones. Although the lessons are not arranged in a strict sequential order, they are grouped into three sections. The first section focuses on stimulating sensory perception; the second section is devoted to developing skills in word selection, sentence structure, and paragraph development; and the third section focuses on stimulating enjoyment of poetic language. Teachers are encouraged to select and adapt lessons which seem appropriate for their students.

Secondary: Grades 7-12

GUIDELINES FOR THE ENGLISH PROGRAM IN THE MIDDLE SCHOOL AND THE JUNIOR HIGH SCHOOL. 1972. 134 pages. $4.00. (Make check payable to New Orleans Public Schools.) Address orders to Edwin H. Friedrich, Director of Curriculum Services, New Orleans Public Schools, 731 St. Charles Avenue, New Orleans, Louisiana 70130. [ED 077 017. EDRS Price: MF - $0.76, HC - $6.97]

This guide states a philosophy of English teaching based on language development, then gives numerous language games and classroom activities that the teacher can orchestrate to meet the needs of individual students. Each of the three major sections (oral language experiences, written language experiences, vicarious language experiences) begins with an overview and a statement of behavioral and non-behavioral goals, followed by games and other activities for implementation. Drawing on current research, professional literature, and the best classroom practices observed in New Orleans Public Schools, the guide deals lucidly with sentence combining, group proofreading, free writing, collage book reviews, improvisation, discussion skills, and related topics.

RESOURCES FOR THE TEACHING OF ENGLISH: GRADES 8-12. 1972. 357 pages. Two volumes. $3.00 per volume. (Make check payable to Durham County Schools.) Address orders to Joyce Wasdell, Assistant Superintendent, Office of Durham County Public Schools, Durham, North Carolina 27000. [ED 072 459. EDRS Price: MF - $0.76, HC - $18.40]

This two-volume curriculum guide describes an English program for grades eight through twelve. The guide begins with four essays on the teaching of English. The first essay deals with some of the problems of a changing English curriculum, the second discusses goals for the language arts program, the third discusses the teaching of writing in the junior and senior high school, and the fourth discusses stimulation games that might be used in the classroom. The second volume of the guide presents resource units for each grade level: a unit on communication for grade eight; poetry for grade nine; listening, writing, oral expression, and multimedia for grade ten; interpersonal relationships for grades ten and eleven; and literature for grade twelve. There are three appendixes: (1) a list of supplementary books used in Durham County, (2) procedures for ordering county audiovisual materials, and (3) a bibliography of professional references for the teaching of English.

CURRICULUM GUIDE FOR EXCEPTIONAL LEARNERS ENGLISH-READING 7-8. 1971. 110 pages. Williamsport Area School District, Williamsport, Pennsylvania. Available from EDRS only. [ED 074 503. EDRS Price: MF–$0.76, HC–$5.70]

This curriculum guide is designed to help teachers plan a course of individualized instruction in language arts skills for seventh- and eighth-grade below-average learners. The guide includes a list of teacher objectives, a list of student objectives, a description of three diagnostic tests in reading and listening skills, and some examples of student interest inventories. The major section of the guide provides teaching objectives and strategies in perceptual motor skills, word identification skills, comprehension skills, and oral reading skills. An appendix describes supplementary activities for "Making English Live," for developing listening skills, and for role playing and dramatic activities. Four suggested units of study (in pop music, folklore, speech, and mass media) are also described in the appendix. A bibliography is included.

ENGLISH PROGRAM NONGRADED PHASE-ELECTIVE. 1972. 285 pages. $15.00. (Make check payable to Goose Creek School System.) Address orders to Jane Mitchem, Coordinator, English Education, Goose Creek Consolidated Independent School District, Baytown, Texas 77520. [ED 073 471. EDRS Price: MF–$0.76, HC–$14.59]

This program guide contains detailed syllabi for over fifty elective courses in a five-phase program for grades ten through twelve. Focusing on instruction in language, grammar, composition, and literature, it describes courses on such subjects as "Concepts in Language and Composition," "Teenage Tales," "American Folklore and Legend," "Creative Writing," "Science Fiction," "Oral Communication," "Literature and Politics," "Transformational Grammar," "Individualized Reading," "The British Novel," and "Masterpieces of Literature." The syllabus for each course contains a rationale, a synopsis, a list of goals, a description of the basic area to be studied, a list of materials to be used, suggested approaches and procedures, and a bibliography of teacher resources. Also included are a rationale for the entire phase-elective program, a bibliography of general resources for the teachers involved, some sample premium contracts which advanced students may choose, a description of various paragraph patterns, and a presentation of the proper form for footnotes and bibliographies.

ENGLISH CURRICULUM GRADES 9-12. 1972. 46 pages. $1.00. (Make check payable to Father Flanagan's Boys' Home.) Address orders to Al Bosn, Boys Town High School, Boys Town, Nebraska 68010. [ED 073 472. EDRS Price: MF–$0.76, HC–$1.95]

This curriculum guide describes a high school English program structured to meet an individualized program designed to provide as much tutorial help as possible. The general goal of the program is to improve communication skills in reading, writing, speaking, and listening. The guide discusses the following specific components of the program: grading, the basic skills learning center, oral communication skills, the elective program, and the summer school program. Two reading lists are included: a list of literary selections adopted by the majority of the schools in the Omaha area and a list of high interest books for students with reading difficulties. Also included is a bibliography of professional reading for the teacher in the areas of reading skills, composition and rhetoric, language, literature, education, and English education.

ORAL COMMUNICATION - BULLETIN 721. 1972. 94 pages. $1.00. (Make check payable to Florida Department of Education.) Address orders to J. Emory Dykes, Administration Textbook Services, 317 Knott Building, Tallahassee, Florida 32304. [ED 067 706. EDRS Price: MF–$0.76, HC–$4.43]

This bulletin implements the position paper on speech published by the Florida Department of Education [ED 053 133], which is reprinted as an appendix to this document. The bulletin offers guides and outlines for eight courses in speech communication: the basic course, public speaking, discussion, debate, parliamentary procedures, mass communication, interpretation, and drama. Each course guide begins with a statement of philosophy and objectives, outlines each course unit, and ends with a bibliography. The individual course units are presented in terms of objectives, special considerations, alternative student activities, and evaluation procedures.

Criteria for Planning and Evaluation of English Language Arts Curriculum Guides (Revised)

Introduction

To perform the task of curriculum evaluating, the Committee on Curriculum Bulletins has developed and repeatedly revised its "Criteria for Planning and Evaluation of Curriculum Guides," trying to keep up with trends set by the best curriculum practitioners. These criteria were established with several objectives in mind. First, with these criteria each member of the Committee has a uniform tool which he can use to evaluate the curriculum guide. In line with this first objective, the subcommittee that developed the criteria* felt that each guide should be evaluated as a unique guide, not directly compared to other guides throughout the United States. Secondly, the criteria serve to help schools and other educational agencies develop and evaluate curricula designed to guide teachers. The Committee also hopes that the criteria will be a possible change agent. The evaluation instrument was designed to apply to many different content emphases within the field of English-language studies, along with the learning process, organization, methodology, and language versatility. The criteria and the annotation are a kind of synthesis set of Utopian standards with definite biases that the Committee readily acknowledges. So far no single guide has "met" the standards for the criteria.

School districts wishing to have guides evaluated should mail one copy to the NCTE Committee on Curriculum Bulletins, 1111 Kenyon Road, Urbana, Illinois 61801. It would help the Committee to have in addition a statement containing information about the development of the guide, the nature of the school population and community, and the guide's relationship to other curriculum materials in use. The evaluation process normally takes from four to eight weeks. There is no charge for this service.

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*The subcommittee for the 1971 criteria included Sister Rosemary Winkeljohann, then Chairman of the Committee; William Strong, Associate Chairman; Allan Dittmer, Member of the Committee; William J. Scannell, NCTE Liaison Officer; David Kives, former NCTE Director of Special Projects; and Richard Adler, former NCTE convention coordinator. The subcommittee for the current revised criteria (1973) included Richard Adler, University of Montana; Mae L. Jackson, University of Oregon; Allan Dittmer, University of Nebraska; Barbara Rodgers, University of Cincinnati; Betty Swiggett, Hampton, Virginia; Adrian B. Sanford, Educational Development Corporation; and Mima Ann Williams, Abilene, Christian College.

PHILOSOPHY: What We Subscribe To

This guide . . .

1. has a statement of philosophy that coherently explores the beliefs of teachers about students and subject matter.

   Philosophy is what we believe, and it's a good thing to get out in the open.

2. has content that follows logically and consistently from its statement of philosophy.

   If a philosophy doesn't guide decision-making, it's largely useless.

3. promotes a natural, organic integration of language arts experiences.

   Things ought to go together.

4. encourages teachers to view language both as a subject and as a communicative process central to all human life and learning.

   Language is primarily a living process, not an artifact.

5. stipulates that individual processes of language development and concept development take precedence over arbitrary grade level expectancies or requirements.

   The best chance for stimulating lea.ning is to start where the kids are.

6. expresses the belief that the English program should aid students in planning, executing, and evaluating their learning experiences both individually and in groups.

   Who's it for anyway? Complete involvement in the process is ideal.

7. suggests that teaching and learning are cooperative, not competitive, activities in the classroom.

   Nobody ever really wins. The business of the classroom is cooperation: between teachers and students, and students and students.

8. indicates that successful experiences in language development are essential for all students.

   Success comes in all colors, shapes, and sizes. All kids need to succeed in school.

POLICIES AND PROCEDURES: How We Operate

This plan . . .

1. helps free teachers by explaining their responsibilities and by suggesting the possibilities open to them.

School systems usually have expectations, and it's a good thing for teachers to know their options.

2. states procedures for both individual and group decision-making on such matters as selecting and ordering materials, equipment, and services.

   The nuts and bolts ought to be specified, not just guessed at.

3. supports the view that curriculum building is an ongoing process.

   Curriculum, like kids, keeps changing—or at least it should. There ought to be a plan and somebody to make sure it happens.

4. reflects the interaction and cooperation of members of the total educational community.

   Everybody should have a say, and they ought to be listened to.

5. encourages continual inservice training and professional improvement for all teachers.

   Change is continuous, as is the learning process.

OBJECTIVES: What We Hope Will Happen

This guide . . .

1. has objectives that follow directly from the philosophy.

   "What you see is what you get!"

2. sets clear objectives for all the major components of the English curriculum.

   Say what you want to happen so that it makes sense to you and anybody who reads it.

3. states objectives in a manner which facilitates recognition and description of progress.

   An objective can be a useful thing if it helps you to focus on what kids do.

4. distinguishes teacher objectives from student objectives.

   What teachers do should be differentiated from what students do.

5. recognizes that many objectives are desirable even though progress toward them may not be conveniently observed nor accurately measured.

   Restriction to a limited set of precise objectives can unduly inhibit learning and teaching. Some goals are reached only very gradually, almost imperceptibly, and some processes are not easily broken into steps or levels of achievement.

6. recognizes that cognitive and affective behavior are inseparable in actual experience.

   Thoughts and feelings interact continuously.

7. contains objectives for improving language performance, as well as perceiving more clearly what others do with language.

   Language is a game for playing as well as watching. You learn to do something by doing it, not by sitting on the sidelines.

ORGANIZATION: How We Channel the Flow of Energy

This plan . . .

1. makes clear how particular units, lessons, and/or procedures are related to the total English program.

   Connections need to be made now and then. It helps if you have some idea how things might fit together and make sense.

2. suggests a possible workable sequence of basic communication skills.

   A suggested logical order is helpful even if it can't always be followed by particular children.

3. organizes major aspects of the language arts to provide directions for planning.

   Themes are a pretty good way to organize a curriculum but not the only way.

4. regards textbook materials, if used, as resources rather than courses of study.

   Textbooks don't equal the curriculum—at least not in the best programs. Teachers and kids and parents are the real resources.

5. suggests a variety of classroom organizations and activities to accommodate various kinds of learning.

   Classrooms are not conveyor belts in the factory of learning. It's the things that happen on the way that count.

6. supplies specific procedures which will enable teachers to help their students to become increasingly independent.

   Dependency is learned, but so is independence.

7. reflects the principle that the students themselves should often generate learning activities.

   Kids are natural learners who sometimes learn to be uncurious and unquestioning. They learn when we let them.

PROCESS AS CONTENT: The Ways That Students Experience

This guide . . .

1. distinguishes between conventional "expository" teaching methods and "discovery," "inductive," or "inquiry" methods.

   No method is sacred; each is useful for a different purpose. In many schools, however, more emphasis needs to be placed on inquiry.

2. contains activities that have a "problems" or "questions" focus.

   Documents from the past or problems from the present or future should often be used to promote training in inquiry.

3. arranges its inquiry approach so that students gain confidence in their problem-solving abilities.

   An "inquiry attitude" is learned through successive and successful encounters with problems that can be solved.

4. indicates methods to promote cooperative interaction among students.

   Classroom experiences should provide guided practice in group dynamics.

5. has strategies to encourage each student to discover and extend his own ways of perceiving and learning.

   Because each student has a unique perception of experience, it is essential for him to develop his own growing analytic and creative powers.

6. stipulates ways to focus conscious attention on the processes of inquiry and learning.

   Inquiry processes–learning how to learn–are probably the most important activities that students and their teachers can engage in.

LANGUAGE

This guide . . .

1. suggests that the content of language study often comes from real life.

   Language is as real and personal as each individual.

2. provides for study of conventional areas of linguistics.

   Linguistics, as usually taken up in schools, includes semantics, history of language, grammars, regional dialects, social dialects, lexicography, and kinesics (body language).

3. suggests study of unique customs of specific language areas.

The "languages" of advertising, politics, religion, and many other human activities are worth studying. Teachers need to ask the right questions about the ways these languages work.

4. provides for frequent imaginative use of language in student-created and student-moderated groups.

   Improvised drama, role-playing, task groups, and brainstorming are ways that kids can explore language. Imagine what it would be like if. . . . Then talk it out.

5. reflects knowledge of current or recent developments in modern language theory.

   Some of the new grammars work better than the old ones because they describe our language more precisely.

6. suggests activities that help students learn the difference between grammar and usage.

   Grammar is primarily the study of language structure; usage is the study of the values we attach to pronunciations, vocabulary, and particular conventions.

7. recognizes that analysis of language, as in grammar study, does not necessarily improve performance in composing.

   The analysis of grammar is different from processes of composing.

8. recognizes the assets of bidialectal, bilingual, and non-English-speaking children in exploring language concepts.

   We live in a pluralistic society.

9. suggests activities that help students acquire or expand their facility to understand and use the English language.

   The basis for all language is experience.

10. recognizes the importance of children accepting their "home-rooted" language, as well as that of others.

    Positive self-concepts help kids to become more "open" people.

COMPOSITION: How We Shape Language and Ourselves

This guide . . .

1. perceives composing as occurring in four ways: speaking, writing, acting, and filming.

   Composing requires an orchestration of experience. There are different ways to say things, and all are worthy of investigation.

2. emphasizes the significance of composing as a means of self-discovery.

   E. M. Forster said, "How can I know what I think 'til I hear what I say?"

3. recognizes the importance of the composing processes as ways of bringing order to human experience.

   Composing is a way to make sense of our world.

4. has activities designed to stimulate composing.

   Precomposing experiences, if important to kids, can help stimulate more worthwhile writing.

5. recommends tha composing should often occur in small groups.

   Kids can help each other shape their thinking.

6. affirms that composing is always creative.
7. suggests that composing stems from meaningful precomposing experiences.

   The better the input, the better the output. Creation requires stimulation.

8. recommends that composition should occur for different purposes and usually for audiences other than the teacher.

   Decisions about communication ought to be determined by something more than the teacher's grade book. Authenticity is a function of knowing whom you're talking to and why.

9. recommends that composing should occur in an atmosphere of maximum sharing.

   Let kids help each other.

MEDIA: "The Medium Is the Message"

This guide . . .

1. promotes audiovisual as well as verbal literacy.

   Students need to explore the relationships among visual, verbal, and kinesthetic communication.

2. acquaints teachers with the characteristics and potential use of various media.

   The electronic age is with us. Are we with it?

3. suggests ways of involving students in using media.

A pen and ink is just one voice. Kids need the options of communicating with color, motion, and sound.

4. suggests specific media supplements for learning activities.

   The media are like extension cords; they plug into a wider world.

5. lists media resources available to teachers, and specifies procurement procedures.

   What's available and how do you get it? Media doesn't get used unless it's accessible.

READING AND LITERATURE: The Worlds Students Experience

This guide . . .

1. provides ways for the teacher to determine individual degrees of readiness.

   Shakespeare said, "The readiness is all."

2. suggests procedures to help teachers develop student reading skills.

   The "teaching of reading" means more than having a few books around.

3. recognizes that a total reading program reaches beyond the developing of basic reading skills.

   A person really never stops learning how to read. There are always new skills to learn.

4. relates the skills of reading to a total language program.

   Reading, writing, listening, and speaking are more like a web than like four peas in a pod. You touch one strand of language experience, and the whole thing vibrates and responds.

5. makes provisions for a comprehensive literature program.

   Get a lot of books of all kinds in kids' hands.

6. recognizes that it is more important to "engage in" literature than to talk about terms.

   Literary terms, conventions, and systems of classification are inventions of the profession. If talk about these externals is substituted for experience with literature, we "murder to dissect," as Wordsworth put it.

7. recommends that teachers allow and encourage students to select and read all types of literature, especially contemporary.

   Take the lid off the reading list, and let kids explore.

8. helps teachers to identify, accept, and explore all varieties of affective and cognitive response.

   What kids say about literature is important, and so is how they feel about it. Our efforts should be devoted to helping kids extend and deepen their responses.

9. suggests acting and role playing as a means of exploring literature.

   Literature is frozen drama. Whenever you get your body into the language of a poem or story, you're interpreting it.

EVALUATION: Discovering and Describing Where We Are

This guide . . .

1. has a coherent and useful rationale for evaluation.

   The rationale should be related to philosophy and objectives. The reporting policy should be explicit.

2. stipulates that reporting procedures describe pupil progress, including growth beyond the scope of stated objectives.

   Teachers and students should not feel inhibited by narrowly specified objectives. "The asides are essential to the insides."

3. makes clear that grades and standardized tests, if used, do not constitute the major purpose of evaluation.

   Marks and scores are not ends; the end of evaluation should be information useful for furthering achievement.

4. suggests methods of evaluation which help to encourage a pupil, not to discourage him.

   Teachers should encourage and respect any progress a pupil makes rather than punish or badger him for any apparent lack of progress.

5. helps teachers diagnose individual learning progress and suggests methods and material to accomplish this.

   Each pupil learns in a different way at a differing rate from other pupils.

6. suggests that most evaluation be tailored to the students' ability, age, and personality.

   Evaluation should be adapted to people, not vice versa. If evaluation is primarily for helping individuals learn, and if differences are at least acknowledged, then evaluation should be individualized.

7. recognizes that the student must be involved in all evaluation.

   Self-evaluation is crucial to learning.

8. suggests ways that teachers and students can use the results of evaluation to change the program as often as necessary.

   The ideal curriculum is tentative, flexible, and responsive to the results of continual evaluation.

DESIGN: Form, Function, and Flavor

This guide . . .

1. is easy to read; the language is clear and effective.

   Guide writers should set a good example in communicating; our medium has a message.

2. exhibits an appealing form and style.

   An attractive and creative guide will stimulate use.

3. has a format which makes revision convenient.

   A looseleaf format makes a guide more amenable to change.

4. states its relationship to any other curriculum guides published by the school system.

   Sometimes new teachers have a better idea of what's going on when curriculum relationships are explicit.

5. suggests as resources a large variety of specific background materials and school services.

   A guide, to be useful, has got to have useable things in it.

6. identifies people and procedures which will promote interdisciplinary activities.

   We can build walls around ourselves with labels like English, social studies, and science.

Members of the 1975 NCTE Committee on Curriculum Bulletins

Chairman

Allen E. Dittmer
Department of Secondary
English Education
University of Nebraska
Lincoln, Nebraska 68508

Richard R. Adler
Department of English
University of Montana
Missoula, Montana 59801

Judith Brown
Department of English
Pilgrim High School
111 Pilgrim Parkway
Warwick, Rhode Island 02888

Dolores D'Antonio
Department of English
Green Meadows Junior High School
74 Hauppauge Road
Commack, Long Island,
New York 11725

Sister Jean Dummer, CST
College of St. Catherine
2004 Randolph Ave.
St. Paul, Minnesota 55105

Faye Louise Grindstaff
437 Lofty Hill Drive
Malibu, California 90265
(California State University,
Northridge)

Francis P. Hodge
1400 Washington Avenue
Ed 340
SUNY at Albany
Albany, New York 12222

Mae L. Jackson
239 West 38th Avenue
Eugene, Oregon 97405
(University of Oregon)

David G. Kives
Chairman, Division of English
and Fine Arts
Rolling Meadows High School
2901 Central
Rolling Meadows, Illinois 60008

J. Grady Locklear
Coordinator, Language Arts
Sumter High School
Sumter, South Carolina 29150

Anthony Manzo
University of Missouri
52 Holmes
Kansas City, Missouri 64110

Alden J. Moe
205 Education Building
Purdue University
Lafayette, Indiana 47097

Norman C. Najimy
English Curriculum Director
Pittsfield Public Schools
Pittsfield, Massachusetts 01201

Charles A. Neff
6 Fieldcrest Lane, Box 9
Miamiville, Ohio 45157
(Xavier University, Cincinnati)

Barbara Rodgers
4172 Sandgate Court
Cincinnati, Ohio 45241
(University of Cincinnati)

Jack K. Rodgers
Department of English
Princeton High School
11080 Chester Road
Cincinnati, Ohio 45246

James W. Sabol
Coordinator of English
Language Arts
Bellevue Public Schools
210 102nd Avenue N.E.
Bellevue, Washington 98004

Paul F. Schumann
Chairman, Education Department
Graduate School
Loyola University of Los Angeles
Los Angeles, California 90045

Regina Siegried
Department of English
Gibault High School
501 Columbia Avenue
Waterloo, Illinois 62298

Thomas Stanko
Associate Professor of English
Edinboro State College
White Hall 206
Edinboro, Pennsylvania 16412

Charles Suhor
English Supervisor
New Orleans Public Schools
731 St. Charles Ave.
New Orleans, Louisiana 70130

Betty M. Swiggett
226 Prince James Drive
Hampton, Virginia 23369

Mima Ann Williams
526 East North 18th Street
Abilene, Texas 79601
(Abilene Christian College)

Sister Ann Redmond
251 Summit Avenue
St. Paul, Minnesota 55102

Consultants

Jack Maxwell
Deputy Executive Secretary
NCTE
1111 Kenyon Road
Urbana, Illinois 61801

Rosemary Winkeljohann
Director of Member Services
NCTE
1111 Kenyon Road
Urbana, Illinois 61801

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NCTE Curriculum Resources

Aids to Curriculum Planning: English Language Arts K-12. *Bernard O'Donnell, editor; Charles and Nancy Neff, compilers*

Excerpts from useful guides are presented to aid committees developing language arts curriculum guides. Criteria for selection were that the excerpts be readable, efficient, adaptable, and dependable. As a collection these excerpts exemplify improvements in seven areas commonly covered by curriculum guides: philosophy, objectives, language, composition, media, reading and literature, and evaluation. Appendix contains NCTE "Criteria for Planning and Evaluation." 200p. 1973 (NCTE and ERIC/RCS. E.S.C. (LC 73-85175)

00233 *$4.95 ($4.50)*

Reviews of Selected Published Tests in English. *Alfred H. Grommon, editor*

This monograph stems from a continuing concern about the relationship between accountability and the use of standardized tests for English. In the preface Dr. Grommon discusses various considerations in test selection and evaluation: the major purpose of the testing program, how the results are used, and what efforts can be taken to assist local interpretation. In subsequent articles, the reviewers examine the organization and content validity of more than 90 standardized English tests commercially prepared and published and now in wide use across the country. 1975. E.S.C.

04550 *$4.25 ($3.90)*

The Language Arts in the Elementary School: A Forum for Focus. *Martha L. King, Robert Emans, and Patricia J. Cianciolo, editors*

Stressing a child-centered approach to teaching the language arts, the contributors to this collection call for greater emphasis on individualized instruction and integration of the language arts into the whole elementary curriculum. The authors discuss theories underlying the child-centered approach and present successful classroom practices for implementing it. Areas examined include reading, composition, grammar, handwriting, spelling, drama, and literature. 390p. 1973.

50544 *$5.50 ($4.75)*

1975-76 Supplement: NCTE Guide to Teaching Materials for English, Grades 7-12.

This supplement combined with the first edition of the *NCTE Guide* will be an indispensable aid to anyone trying to sort out the welter of new and recent teaching materials in English. Last year's *Guide* contained annotations and full bibliographic information for 830 titles; the supplement has 175 additional annotations, featuring publishers' spring '75 and fall '76 releases, and gives the latest prices for all titles in the first edition. The *Guide* and supplement will be particularly useful for reviewing materials to be ordered this spring. Together, the first edition and this supplement give comprehensive descriptions of textbooks, anthologies, workbooks, and other print-based materials available from virtually every educational publisher in the U.S. Annotations describe the book's content and approach, cite journal reviews, and give complete bibliographic information. The publications are grouped by subject: literature, composition, grammar, reading, language skills, speech, spelling, vocabulary, humanities, mass media, film, drama, and tests. Entries are indexed by ability level, author/editor, and title; items with audiovisual components are starred.

1975-76 Supplement, 136p. 1975. Stock No. 03766, $2.95 ($2.75). *1975-76 Supplement* plus *1974-75 NCTE Guide to Teaching Materials for English, Grades 7-12*. 178p. 1974. Stock No. 03775, $6.50 ($6.00).

Some New Ways of Looking at the English Curriculum. *Kenneth Donelson, editor*

To many, words such as accountability, assessment, and behavioral objectives have caused uncertainty, anxiety, or anger—but they refuse to disappear. In different ways, the authors attack, clarify, and try to resolve some of these challenges to the English curriculum. Approaches explored include using small groups in high school, thematic unit planning, interdisciplinary team teaching, and gamemaking. 112p. April 1973 *Arizona English Bulletin*. S.

04667 *$2.50 ($2.00)*